# Unit 6: Changes to Earths Surface (Earth's Systems)

Content Area: **Science**
Course(s): **Science Gr 4**
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Status: **Published**

## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Science: Grade 4

# Unit 6: Changes to Earths Surface

**Belleville Board of Education**

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## Unit Overview

Unit six provides detailed information about Earth's changing landscape. The content within the unit explores how Earth has been shaped by water and other factors. The unit focuses on how people map Earth's surface and see patterns from maps.

## Enduring Understanding

- Earth processes shape the land.
- Weathering, erosion, deposition constantly change Earth's surface.
- Many factors can affect the rates of weathering, erosion, and deposition.
- Water can allow organisms to live, grow, and thrive, and those organisms can change Earth's surface.
- Animals, plants, and other organisms effect the physical features of Earth's surface.
- Earth has many landforms such as mountains, valleys, and plains.
- Maps can model the surface features of Earth.
- Different maps show different things.
- Maps show patterns about locations, earthquakes, volcanoes, mountains, and ocean trenches.

## Essential Questions

- **What are external structures of animals?**
- **How do external animal structures assist with growth, survival, behavior, and reproduction?**
- **What structures do animals have in common?**
- **How do structures function similarly and differently?**
- **What are internal structures of animals?**
- **What are the functions of internal animal parts?**
- **How do internal animal structures support survival and behavior?**
- **How do senses work?**

## Exit Skills

**By the end of Grade 4, Science Unit 6, the student should be able to:**

- Ask questions and define problems
- Construct explanations and design solutions
- Define and delimit engineering problems
- Develop possible solutions
- Optimize the design solution
- Analyze the influence of science, engineering, and technology on society and the natural world

## New Jersey Student Learning Standards (NJSLS-S) & NGSS

SEP - Analyzing and Interpreting Data

SEP - Asking Questions and Defining Problems

SEP - Planning and Carrying Out Investigations

DCI - Plate Tectonics and Large-scale System Interactions

DCI - Earth Materials and Systems

DCI - Biogeology

CCC - Patterns

CCC - Cause and Effect

NextGen Science Standards

| | |
|---|---|
| 4-ESS2-1.ESS2.A.1 | Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. |

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| 4-ESS2-2.ESS2.B.1 | The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. |
| 4-ESS2-1.ESS2.E.1 | Living things affect the physical characteristics of their regions. |

## Interdisciplinary Connections

Do the Math! pp. 374, 398, 412

| | |
|---|---|
| MA.4.MD.A.1 | Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. |
| MA.4.MD.A.2 | Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |

## Learning Objectives

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

**Effective Learning Objectives Used in Lesson Planning**:

- Begin with an action verb from one or more of Bloom's Taxonomy castegories listed below;
- Are measurable and/or observable, using action verbs, such as "differentiate," "classify," "justify;"
- Are not vague or passive verbs, such as "understand," "remember;"
- Increase the use of of verbs from Bloom's Taxonomy's higher order thinking categories, including **Analyze** and **Evaluate**
- Construct authentic learning activities and assessments that are derived from the Bloom's Taxonomy category - **Create**
- Minimize the use of lower order thinking categories - Remember and Understand.

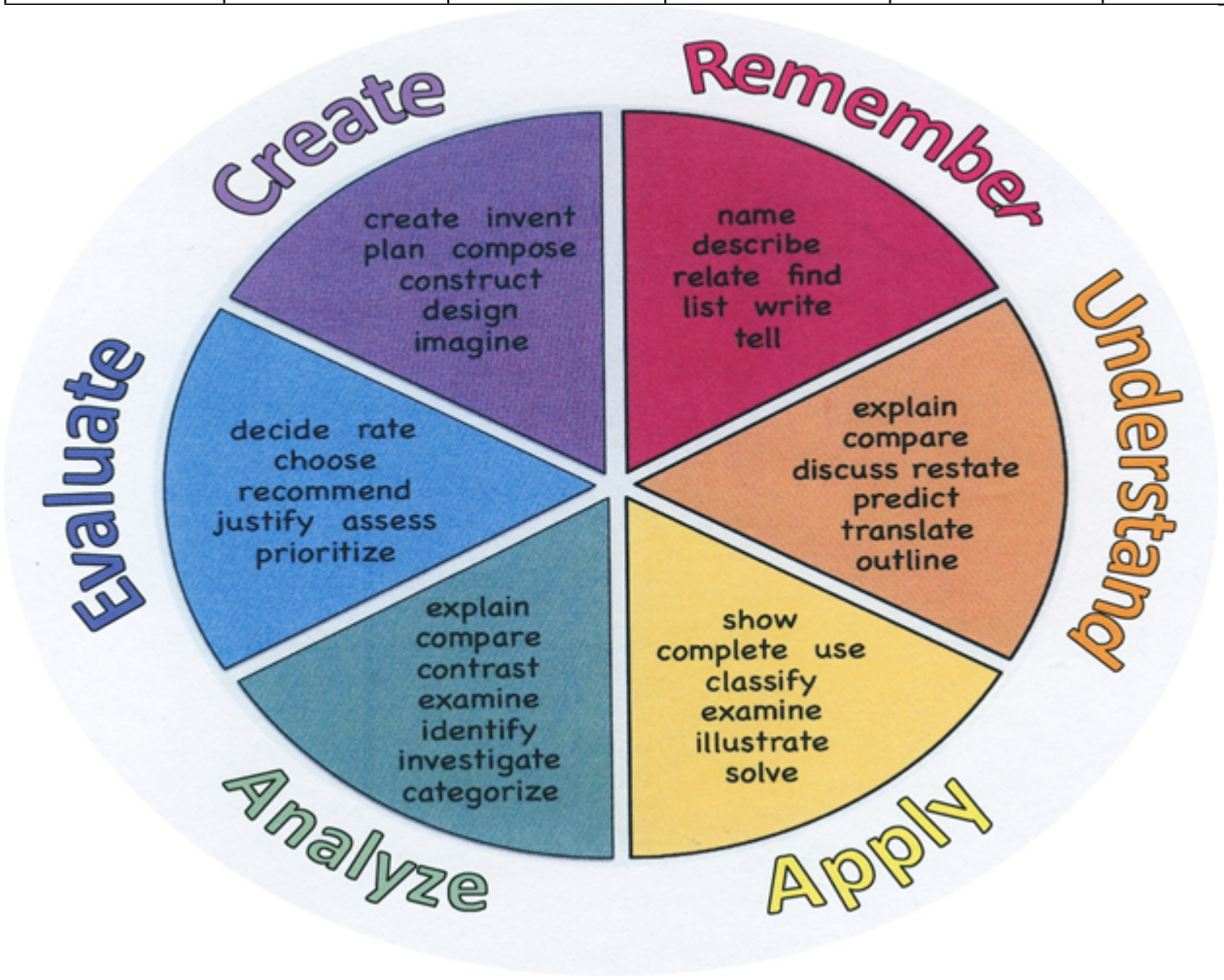
**Examples**:

- **Identify** nutrients found in common food sources using the product's nutrition label;
- Use computer dietary analysis to assess a 2-day dietary intake and **categorize** the results;
- **Research** nutrition-related information on the internet and **evaluate** the reliability of the information.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |

| | | | | | |
|---|---|---|---|---|---|
| Match<br>Memorize<br>Name<br>Omit<br>Recite<br>Select<br>State<br>Count<br>Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Extend<br>Give Examples<br>Illustrate<br>Indicate<br>Interrelate<br>Interpret<br>Infer<br>Match<br>Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Paint<br>Prepare<br>Produce<br>Select<br>Show<br>Sketch<br>Solve<br>Use<br>Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Infer<br>Point out<br>Select<br>Subdivide<br>Survey<br>Arrange<br>Breakdown<br>Combine<br>Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Conclude<br>Contrast<br>Critique<br>Determine<br>Grade<br>Justify<br>Measure<br>Rank<br>Rate<br>Support<br>Test | Hypothesize<br>Invent<br>Make<br>Originate<br>Organize<br>Plan<br>Produce<br>Role Play<br>Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |



## Suggested Activities & Best Practices

**HMH Science Dimensions, Unit 6 - Lesson 1:**

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "Making a Move," "Away it Goes," "Cold Stuff!," and "What About Us?" lessons and hands-on activity (Exploration 1, 2, 3, & 4)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

**HMH Science Dimensions, Unit 6 - Lesson 2:**

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "Organisms and Environments," "Environments Change," and "Always Changing" (Exploration 1, 2, & 3)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

**HMH Science Dimensions, Unit 6 - Lesson 3:**

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "What Is a Map," "How Do You Read a Map?," and "What Can Maps Show Us?" (Exploration 1, 2 & 3)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

**HMH Science Dimensions, Unit 6 - Lesson 4:**

- **Engage:** "Can You Explain It?" lesson
- **Explore/Explain:** "By Land or By Sea," and "Can Maps Help Us See Patterns?" (Exploration 1 & 2)
- **Elaborate:** "Discover More" extension activity
- **Evaluate:** "Lesson Check" and "Lesson Roundup" assessments (formative/summative)

**HMH Science Dimensions, Unit 6 - Performance Task (Model It, Map It):**

- **Define Task**
- **Research**
- **Plan Models**

- **Build Models**
- **Map Models**
- **Caption Maps**
- **Communicate**

**HMH Science Dimensions, Unit 6 - Unit Project (Nearby Weathering):**

- **Research and Plan**
- **Analyze Results**
- **Claims, Evidence, and Reasoning**

## Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- HMH End-of-Year Test (Benchmark)
- HMH Mid-Year Test (Benchmark)
- HMH Performance-based Assessment (Alternative)
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Outline
- Question Stems
- Quickwrite
- Quizzes (Formative)
- Red Light, Green Light
- Self- assessments

- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests (Summative)
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

HMH Science Dimensions: Teacher Edition, Student workbooks, online resources

HMH Equipment & Safety Kits

HMH Science Dimensions S&E Leveled Readers

- On Level: Earth's Changing Surface and Natural Resources
- Extra Support: Earth's Changing Surface and Natural Resources
- Enrichment: Conserving Earth's Resources

## Ancillary Resources

Science Weekly, Scholastic News, NewsELA, YouTube/TeacherTube, National Geographics Kids, Science Channel

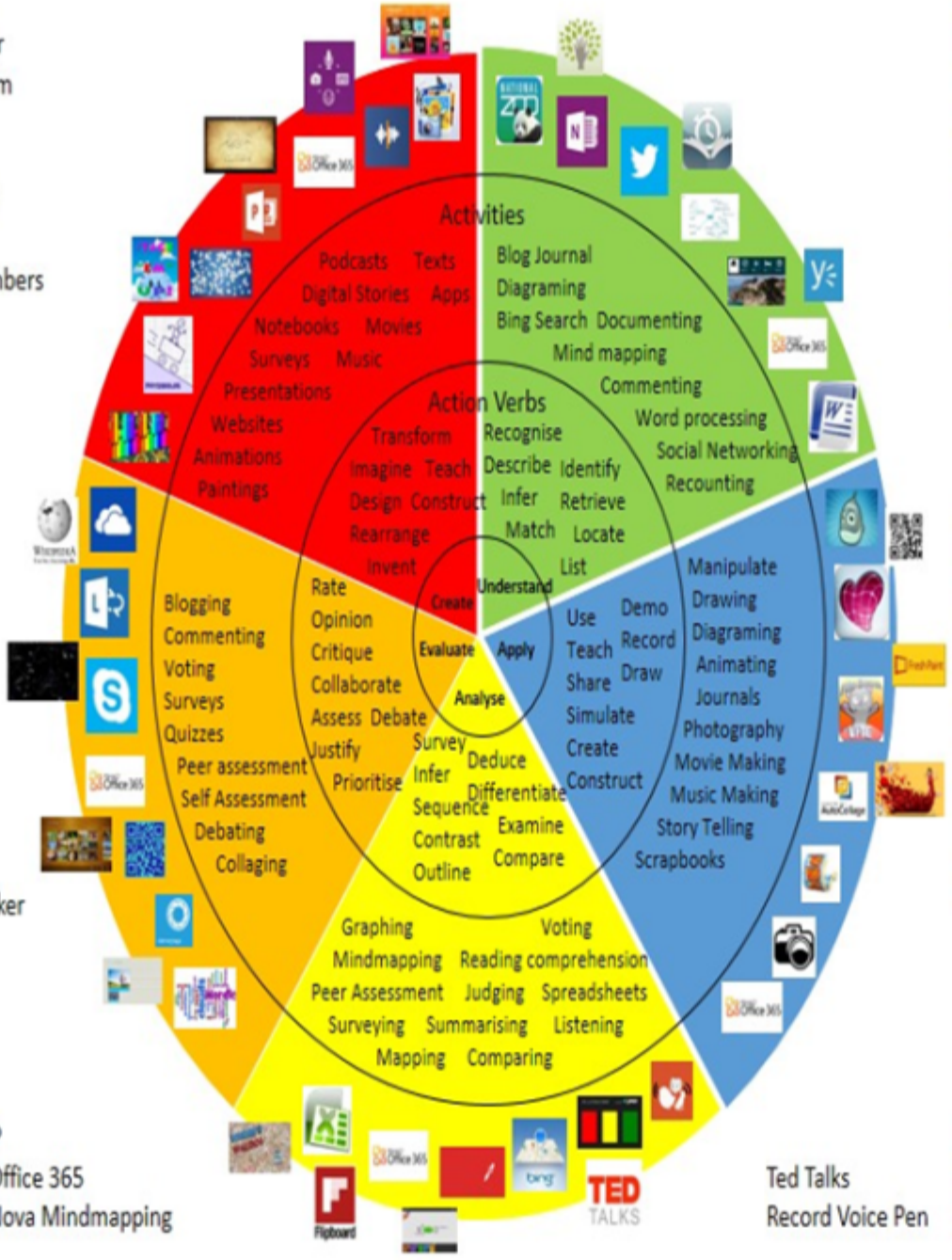
https://ngss-assessment.portal.concord.org/

## Technology Infusion

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge